DOCUMENT RESUME

ED 385 472 SO 025 088

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TITLE General Knowledge and Arts Education. An Interpretation of E. D. Hirsch's "Cultural Literacy."
REPORT NO ISBN-0-252-06406-2
PUB DATE 94
NOTE 160p.
AVAILABLE FROM University of Illinois Press, 1325 South Oak Street, Champaign, IL 61820 (cloth: ISBN-0-252-02119-3, $29.95; paperback: ISBN-0-252-06406-2, $12.95).
PUB TYPE Books (010) -- Reports - Descriptive (141)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Aesthetic Education; *Art Education; *Cultural Literacy; Culture; Elementary Secondary Education; Fine Arts; General Education; Humanities; Humanities Instruction; Liberal Arts; Multicultural Education
IDENTIFIERS *Hirsch (E D)

ABSTRACT

This volume explores the antecedents of E. D. Hirsch's concerns and discusses his ideas and their significance for an arts education curriculum. This book makes recommendations for a comprehensive, five-phase elementary level through secondary level curriculum, suggesting content for an intensive secondary level curriculum. The volume further addresses the tradition of general knowledge, the reception of Hirsch's "Cultural Literacy" by various groups, contextual knowledge, and multiculturalism. A plan to promote more culturally literate teachers of art concludes the volume. (RJC)

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